kiribati

Kiribati

Language Guide

July 2015
Kiribati 1.2
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Kiribati
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

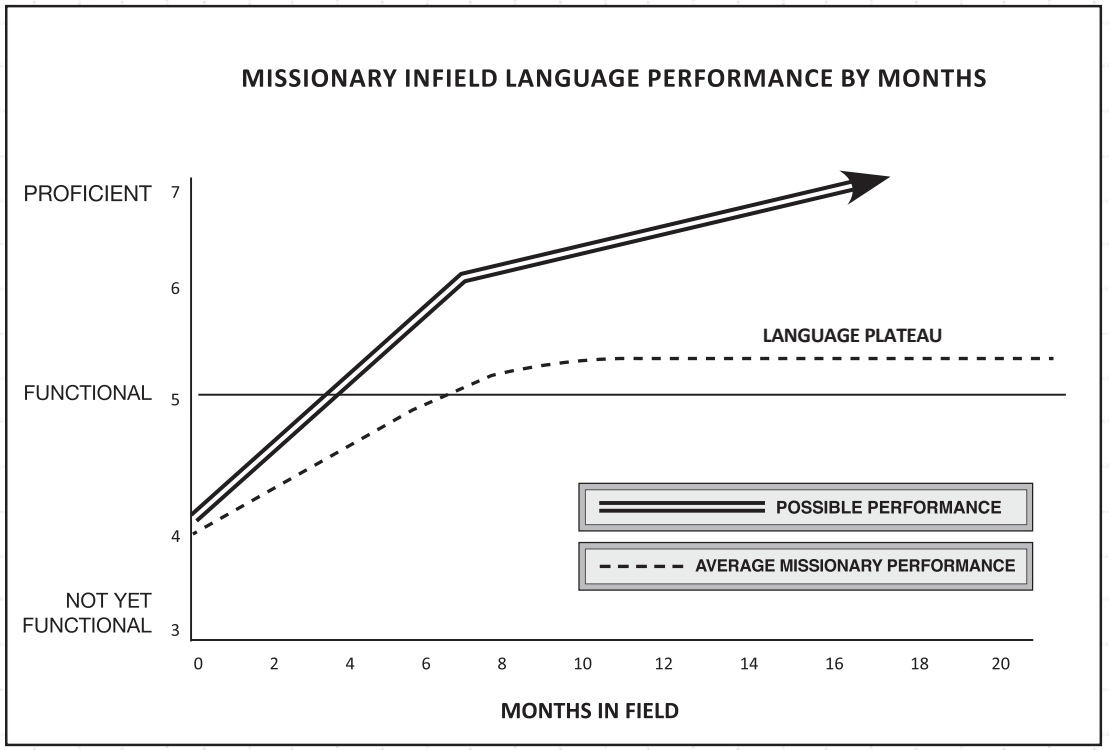
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



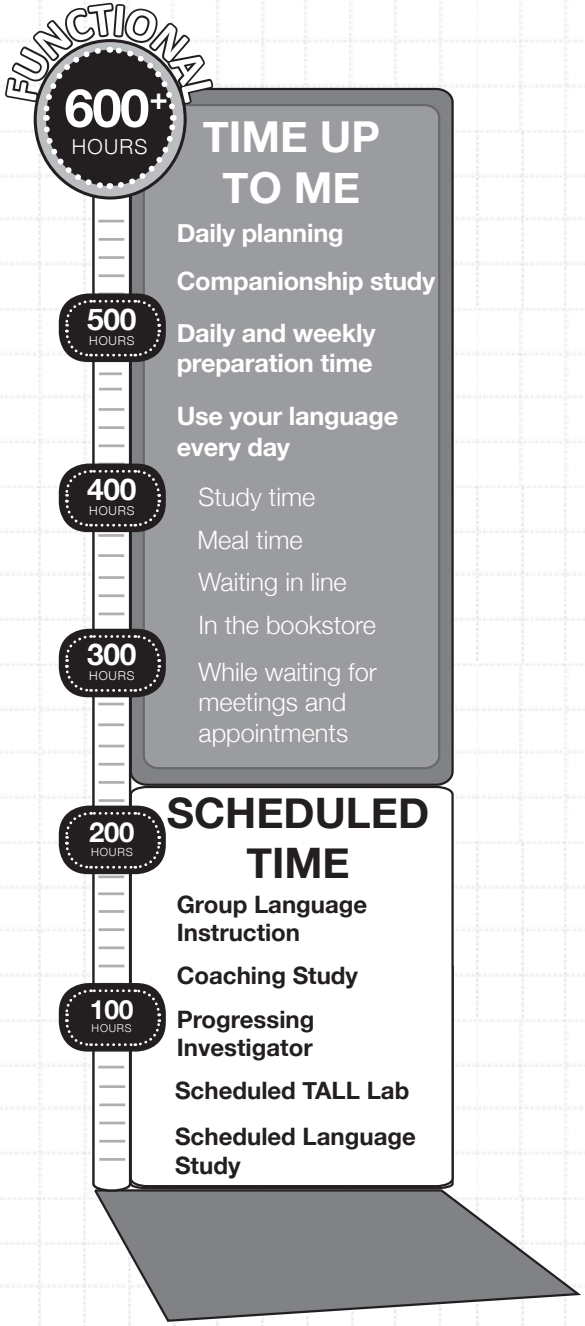
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

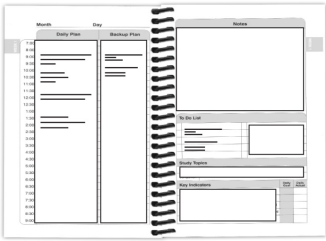
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

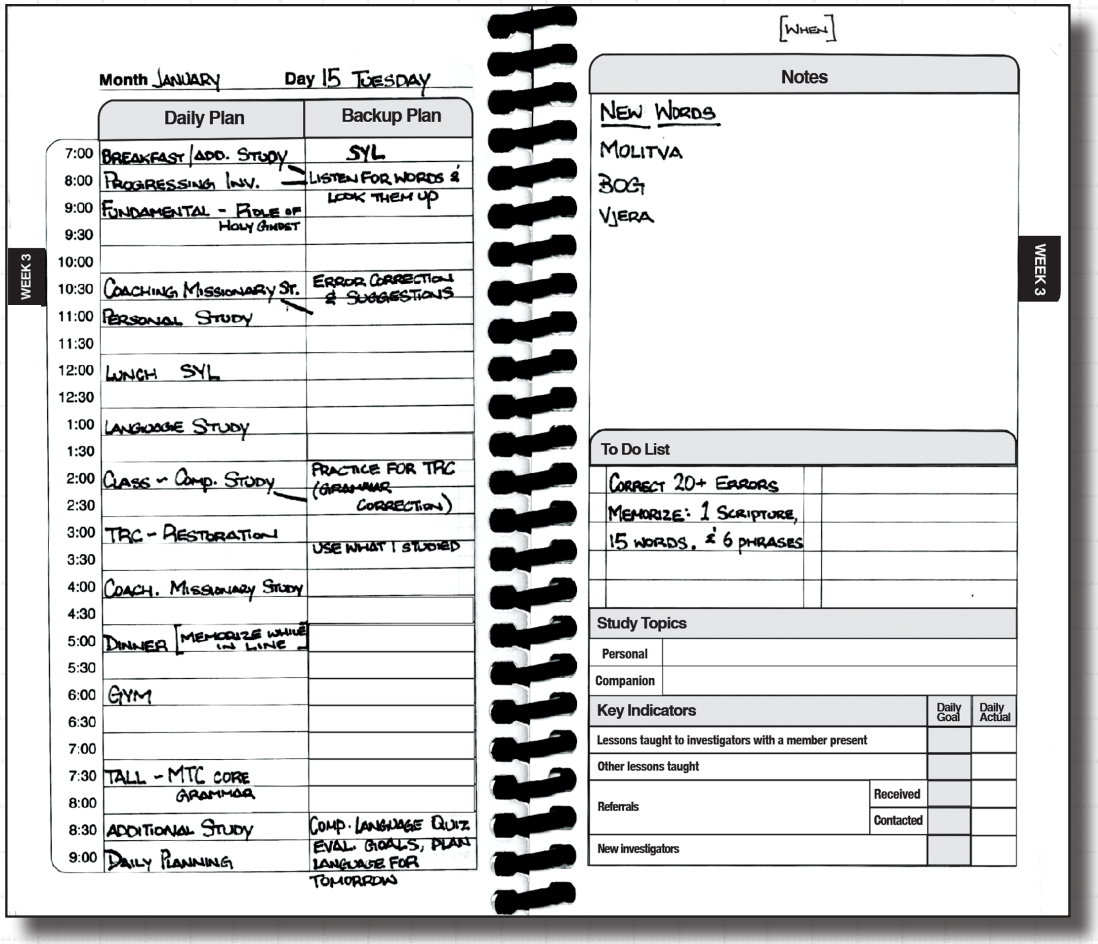
Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

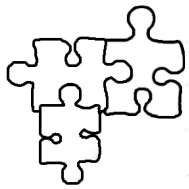
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

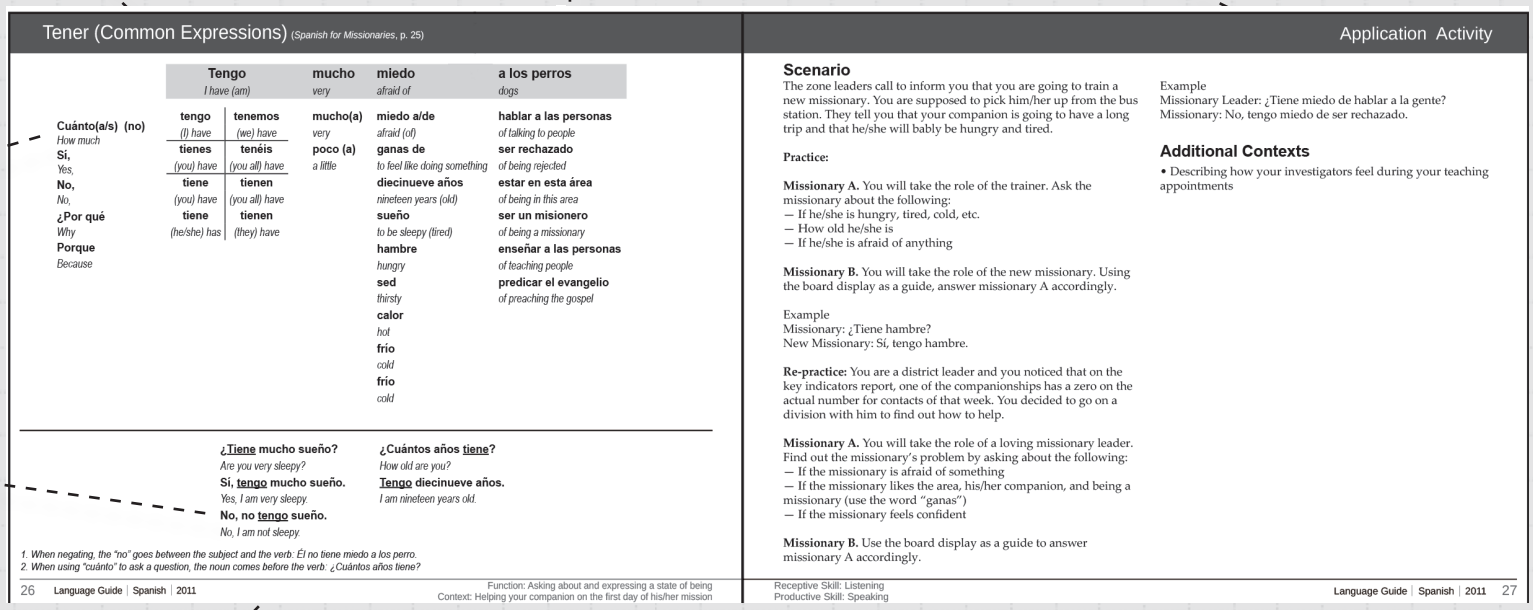
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

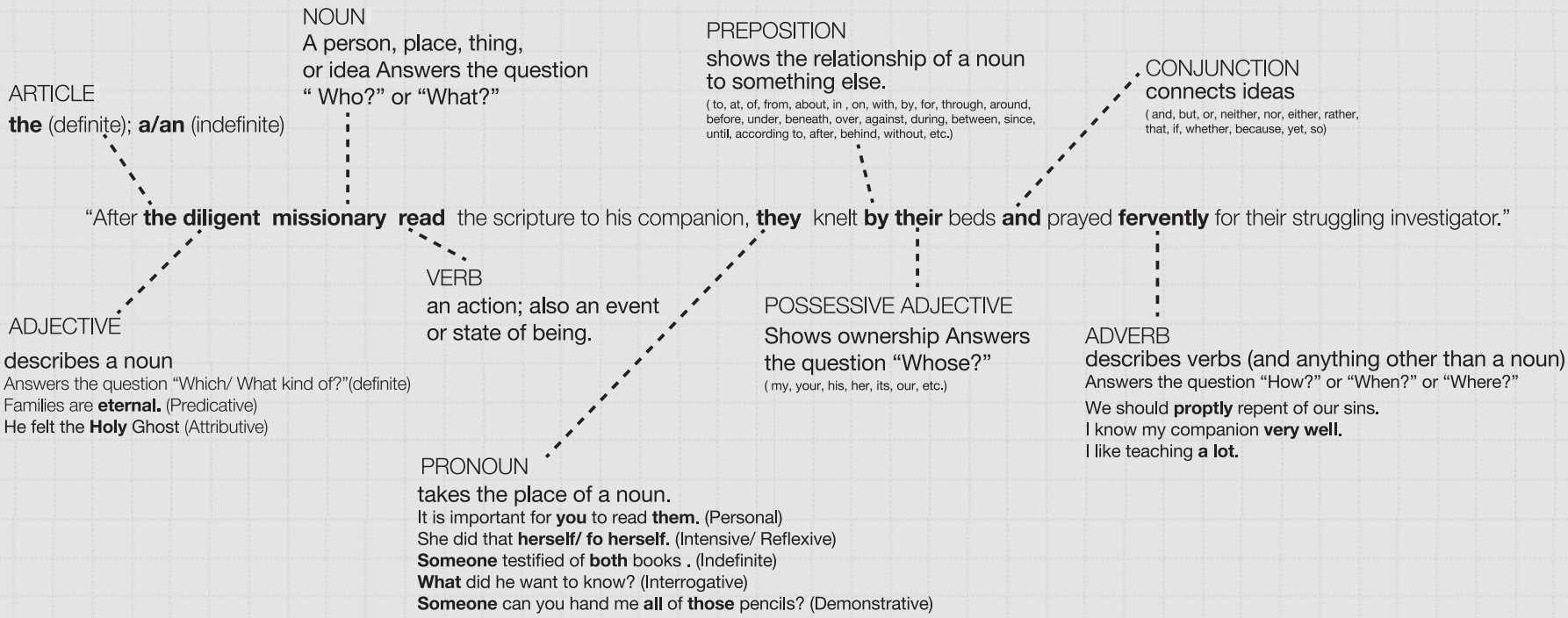
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Alphabet

a,e,i,o,u,m,n,ng,b,k,r,t,w

Sounds

ma,me,mi,mo,mu
mwa,mwe,mwi
na,ne,ni,no,nu
nga,nge,ngi,ngo,ngu
ba,be,bi,bo,bu
bwa,bwe,bwi
ka,ke,ki,ko,ku
ra,re,ri,ro,ru
ta,te,ti,to,tu
wa,we,wi

Vowels

a	*ah*
e	*eh*
i	*e (say letter)*
o	*o (say letter)*
u	*oo*

Pronunciation

ma	*met (inflect voice up)*	*ra*	*raw*
me	*men (inflect voice down)*	*re*	*red*
mi	*me*	*ri*	*read*
mo	*motive*	*ro*	*row*
mu	*moon*	*ru*	*ruin*
mwa	*mall*	*nga*	*song (hard throat)*
mwe	*mwe*	*nge*	*song (hard throat)*
mwi	*mwi*	*ngi*	*song (hard throat)*
na	*naught*	*ngo*	*song (hard throat)*
ne	*net*	*ngu*	*song (hard throat)*
ni	*knee*	*ba*	*bet (inflect voice up)*
no	*no*	*be*	*bed (inflect voice down)*
nu	*new*	*bi*	*bee*
ka	*caught*	*bo*	*bow*
ke	*ke*	*bu*	*boo*
ki	*key*	*bwa*	*ball*
ko	*coat*	*bwe*	*bwe*
ku	*cool*	*bwi*	*bwi*
ta	*tall*		
te	*tent*		
ti	*see*		
to	*toe*		
tu	*soon*		
wa	*water*		
we	*vet*		
wi	*whee*		

Vocabulary:

Review and memorize the following vocabulary from today's in-class instruction:

Nouns	
mauri	*hello*
arau	*my name*
aram	*your name*
aran	*his / her name*
te maiu	*life*
te ingabong	*morning*
te tawanou	*afternoon*
te tairiki	*evening*
te utu	*family*
te aomata	*person/people*
te toro	*servant*
tarim / tariu	*your / my siblings (same sex)*
mwanem / mwaneu	*your / my siblings (opposite sex)*

Pronouns	
I/N	*I*
ko	*you (singular)*
e	*he/she/it*
ti	*we*
kam	*you (plural)*
a	*they*

Number	Prefix/ Suffix	Inanimate Objects (+ua)	Living Objects (+man)
0	-	akea	akea
1	te-na	teuana	temanna
2	uo	uoua	uoman
3	teni	teniua	teniman
4	a	aua	aman
5	nima	nimaua	niman
6	ono	onoua	onoman
7	iti	itiua	itiman
8	wani	waniua	waniman
9	rua	ruaiua	ruaman
10	tebwi	tebwina	tengaun

Question Words	
iia?	*where?*
iraua?	*how many? (non-living)*
iraman?	*how many? (living)*
antai?	*who?*
tera?	*what?*

Verbs	
nako	*go*
roko	*come*
mwakuri	*work*
karaoa	*do*
reirei	*go to school*

Useful Expressions	
Tikiraoi	*Good*
Matauninga	*Excuse me*
E mwaawa	*You're excused (literally: there's room)*
Eng	*yes*
Tiaki	*no*
Taiaoka	*Please*
Ko rabwa	*Thank you*
Te raoi	*You're welcome*
Tekeraoi!	*Good luck!*
Ko taromauri iia?	*You go to church where?*
Ko mwakuri iia?	*You work where?*
Ao ngkoe?	*And you?*

Grammar Help:

In Kiribati, there are a couple ways to say good, such as raoiroi or tikiraoi. However, when someone asks how you, or another person is doing, to respond good, you use marurung. So to the question:
Ko uara? How are you?
I marurung I'm good (healthy)
Is the correct response.

Practice:

Introduce yourself in Kiribati to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greetings	Question	Response	Farewell
Mauri! *Hello!*	**Ko uara?** *How are you? (singular)*	**I marurung** *I'm good (healthy).*	**Tia bo.** *Goodbye.*

What is your name?	
Antai aram? *Who is your name?*	**Ngai arau ___.** *My name is ___.*
Antai aran toam? *Who is your companion's name?*	**Aran toau _____.** *My companion's name is _____.*
Antai aran tamam*? *Who is your father's name?*	**Aran tamau__.** *My father's name is__.*
Antai aran tinam*? *Who is your mother's name?*	**Aran tinau__.** *My mother's name is__.*
*In Kiribati, as part of introducing yourself, they want to know who your parents are. In Kiribati, often times their last name is their Father's first name. Use your parents' first names as you introduce yourself.	

Where are you from?	
Kain iia ngkoe? *From where are you? (Where are you from?)*	**Ngai kain _____.** *I am from _____.*

Where will you serve?	
Ko na mwakuri iia? *You will work where? (Where will you work (missionary work)?)*	**N na mwakuri i Kiribati.** *I will work (serve) in Kiribati.*

Clarifying Pronoun	Possessive	Noun	Possessor
Ngai *I (am)** **Ngaira** *We (are)**	**ana** *his*	**mitinare** *missionary* **toro** *servant*	**te Atua** *God* **Iesu Kristo** *Jesus Christ*
**There is no verb "to be" in Kiribati. A pronoun with a verb is used and "to be" is implied.*			

How Many	Question	Response	Number	Noun
Iraman *How many (living)*	**ngkami n am utu?** *are you in your family?* **mwanem ao tarim n am utu?** *siblings (opposite sex) and siblings (same sex) in your family?*	**Iai** *There is/are*	**uoman** *two (living)* **teniman** *three (living)* **aman** *four (living)*	**n au utu.** *in my family* **mwaneu** *sibling (opp. sex)* **tariu** *sibling (same sex)*

How Many	Question	Response	Number
Iraua *How many (non-living)*	**am ririki ni maiu?** *your years of living (age)?*	**Au ririki ni maiu** *My years of living (age)*	**tebwi ma ruaiua.** *nineteen.* **uabwi.** *twenty.*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
angareirei/reirei	*to teach*
tangira	*to love*
buoka	*to help*
kaira	*to guide*
anga	*to give*
rairannano	*to repent*
onimakinna	*to have faith in*
kakoaua	*to believe/testify*
mate	*to die*
maiu	*to live*
Question Words	
antai	*who?*
tera	*what?*
Demonstratives	
aei/aio	*this*
anne	*that (near)*
arei	*that (far)*

Nouns	
te mitinare	*missionary*
te toro	*servant*
te Atua	*God*
Tamara are i Karawa	*our Heavenly Father*
Iesu Kristo	*Jesus Christ*
te Tia Kamaiu	*Savior*
te Tamnei ae Raoiroi	*Holy Ghost*
te kaantaninga	*purpose/hope*
te utu	*family*
te onimaki	*faith*
te maiu	*life*
te burabeti	*prophet*
te rairannano	*repentance*
te bwabetito	*baptism*
te euangkerio	*gospel*
te boki	*book*
koroboki aika tabu	*scriptures*
te iango	*thoughts*
Ana Boki Moomon	*The Book of Mormon*

Review:

Think of how this task can help you convey your purpose to an investigator. Practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

Notice that the basic sentence structure of Kiribati is **Personal Pronoun - Verb - (Object) - Subject/Emphatic Pronoun,** rather than the **Subject - Verb - Object** of English. Practice this new structure by saying English sentences in Kiribati sentence structure (e.g. “He read the Bible Joseph” instead of “Joseph read the Bible”).

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Clarifying Pronoun	Possessive	Noun	Possessor
Ngai *I* **Ngaira** *We*	**ana** *his*	**mitinare** *missionary* **toro** *servant*	**te Atua** *God* **Iesu Kristo** *Jesus Christ*

Question Phrases		Noun
Bon iroum, *To you,* **N am oin iango,** *In your own thoughts,*	**antai** *who*	**te Atua?** *God?* **Iesu Kristo?** *Jesus Christ?*
	tera *what* **tera kakawakin** *what is the importance of*	**te onimaki?** *faith?* **te utu?** *family?* **te maiu aei?** *life this?*

Personal Pronoun	Verb	Subject
E *He/she/it*	**maiu** *lives*	**Iesu Kristo** *Jesus Christ.* **te burabeti.** *the prophet.* **te Atua.** *God.*

Personal Pronoun	Verb+ Object	Ind. Object	Subject
E *He/she/it*	**tangir(ira)** *loves (us)* **tangir(iko)** *loves (you)* **kair(ira)** *guides (us)*		**te Atua.** *God.* **te Tamnei ae Raoiroi**. *Holy Ghost.* **Iesu Kristo**. *Jesus Christ.*
	angan(ira) *gives (us)*	**burabeti** *prophets* **ara utu** *our families* **Ana Boki Moomon** *the Book of Mormon*	

Personal Pronoun	Verb + Object	About	Ind. Object	Subject
E *He/she/it*	**reirei(nira)** *teach (us)*	**(ni kaineti)** *about*	**te onimkai** *faith* **te rairannano** *repentance* **te bwabetito** *baptism* **te koaua** *the truth*	**te Atua.** *God.* **Iesu Kristo.** *Jesus Christ.* **Ana Boki Moomon** *The Book of Mormon.* **te burabeti.** *the prophet.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
bubuti	*to ask for something*
karabwarabwa	*to say thanks for*
anga	*to give*
bita	*to change*
rairannano	*to repent*
tataro	*to pray*
kakabwaia	*to bless*
tibwaua	*to share (thoughts/ feelings)*
Auxiliary Verb	
na	*will*

Relative Pronouns	
ae	*who/which (singular) near me*
ane	*who/which (singular) near you*
are	*who/which (singular) far from us*

Nouns	
tamara	*our father*
karawa	*heaven*
te utu	*family*
te burabeti	*prophet*
te bwaibwara	*Bible*
te tangira	*love*
te ibuobuoki	*help*
kabwaran bure	*forgiveness*
te Tamnei ae Raoiroi	*Holy Ghost*
te korakora	*strength*
te taotaonakinnano	*patience*
te bwai n tangira	*gift*
te tangira	*desire/love*
te bong	*day*
te bwai n tangira ae te taetae n te newe	*gift of tongues*

Review:

Pray in Kiribati as much as possible starting now. Pray in Kiribati during companionship study, class and in personal prayers.

Grammar:

In English, when we pray we use *Thee, Thou,* and *Thine* instead of *you, your,* and *yours,* to show the proper respect and reverence when conversing with Heavenly Father through prayer. In Kiribati, they don't have an equivalent to these words, but show their respect, love and reverence for Heavenly Father by using a reverent tone of voice and more formal way of speaking during their prayers.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will quickly become more meaningful and sincere to you, your investigators, and to God.

Father	which is	of	Noun
Tamau Father (my) **Tamara** *Father (our)*	**are** *which is (far)*	**i** *of*	**Karawa**, *heaven,*

Pronoun	Verb	For	Object
I *I* **Ti** *We*	**karabwako** *thank you (thee)* **kaitauko** *thank you (thee)*	**ibukin** *for*	**au utu** *my family.* **te burabeti.** *prophet.* **koroboki aika tabu.** *scriptures.* **am tangira** *Thy love.* **te bong aio.** *this day.*

Pronoun	Ask Thee	That You Will	Bless+ Obj Pronoun	With	Noun
I *I*	**butiko** *ask you (thee)*	**bwa ko na** *that you will*	**kakabwaiai** *bless me*	**ma** *with*	**te Tamnei ae Raoiroi** *the Holy Ghost.* **te marurung** *health.* **te rau.** *peace.* **te korakora.** *strength.*
Ti *We*			**kakabwaiaira** *bless us*		

Close the Prayer
N aran Iesu Kristo, Amen *In the name of Jesus Christ, amen.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
tangira	*to love*
kakoaua	*to testify of*
ataa	*to know*
kina	*to know/recognize (a person)*
rairannano	*to repent*
kaitiaki	*to cleanse*
kukurei	*to be happy*
karekea	*to receive*
kakabwaia	*to bless*
kabwaran bure	*to forgive*
karau nano	*to comfort (peace in your heart)*
tokanikai	*to overcome*
namakin	*to feel*
karekea	*to receive*
bita	*to change*

Nouns	
te Atua	*God*
te Tia Kamaiu	*Savior*
te Uea	*Lord*
te Mwakuri ni Kamaiu	*Atonement*
te Tamnei ae Raoiroi	*Holy Ghost*
te maiu ae akea tokina	*eternal life*
te rawaawata	*sorrow*
te mate	*death*
te bure	*sin*
te karawaawataki	*suffering*
kaeka	*answer*
te titiraki	*question*
te tataro	*prayer*
te koaua	*truth*
te bwai n tangira	*gift*

Introductory Phrases	
rinanon	*through*
ngkana	*if/when (present/future)*

Auxilliary Verbs	
kona n(i)	*can*
na	*will*

Review:

During the next few days, share your testimony in Kiribati with at least 10 people other than members of your district. Have your companion translate your testimony as needed.

Grammar Help:

All the auxilliary verbs (except *na*-meaning will*)*, are followed with *n* or *ni* before the verb which follows. The first letter of the word following the auxilliary verb determines whether you use *n* or *ni.* You use *n* for any words starting with the letters, *N,E,O,T,A,R,* and use *ni* for all the other letters in the Kiribati alphabet. For example:
I kona *n n*amakin te rau. I can feel peace.
I kona *ni k*arekea te rau. I can receive peace.

Additional Practice:

Think about your next lesson. What are things that you want to testify of? What are some concerns or struggles that your investigator has? Learn the vocabulary necessary to testify of principles and doctrines that will help your investigator. Memorize the necessary vocabulary, and then share your testimony of those principles to your companion or other members of your district.

Subject	Verb	That	P. Pronoun	Verb	Subject
I *I* **Ti** *We*	**kakoaua** *testify* **ataia** *know*	**bwa** *that*	**e** *He/she/it*	**maiu** *lives* **tangirira** *loves us* **kabwarai ara bure** *forgives our sins* **kakabwaiaira** *blesses us* **kinaira** *knows us*	**te Atua.** *God.* **Iesu Kristo**. *Jesus Christ.* **te Uea.** *the Lord.* **te Tamnei ae Raoiroi** *the Holy Ghost.*

Through	Subject	P. Pronoun	Aux Verb	Verb	Noun
Rinanon *Through*	**te Tamnei ae Raoiroi,** *the Holy Ghost,* **te Babaire ni Kamaiu,** *the Plan of Salvation,* **Ana Mwakuri ni Kamaiu Iesu Kristo,** *His Atonement Jesus Christ,* **koroboki aika tabu,** *scriptures,*	**ko** *you*	**kona n(i)** *can*	**namakin** *to feel* **kerekea** *to receive* **bita** *change*	**te rau.** *peace.* **te koaua.** *the truth.* **kabwaran am bure.** *forgiveness or your sins.* **maium.** *life(your).*

If	Pronoun	Verb	Pronoun+ will	Verb+Obj Pronoun	Subject
Ngkana *If*	**ko** *you* **ti** *we*	**ongeaba,** *obey,* **tataro,** *pray,* **kakouaua,** *believe,*	**e na** *he/she/it will*	**kakabwaiako** *bless you* **kairiko** *guide you* **karaua nanom** *comfort you (calm your heart)* **kaeka am tataro** *answer your prayer*	**te Atua.** *God.* **Iesu Kristo.** *Jesus Christ.* **te Tamnei ae Raoiroi.** *The Holy Ghost.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Indicators Of Time	
ngkai	*right now*
ngkai/n te bong aio	*today*
ngkoananoa	*yesterday*
ningabong	*tomorrow*
n te tairiki aei	*tonight*
ngke bong	*last night*

Days Of The Week	
te moanibong	*Monday*
te kauabong	*Tuesday*
te katenibong	*Wednesday*
te kaabong	*Thursday*
te kanimabong	*Friday*
te kaonobong	*Saturday*
te Taabati	*Sunday*

Note: The days of the week in Kiribati are literally *First Day, Second Day, etc,* and then the *Sabbath.*

Verbs	
wareware	*to read*
tataro	*to pray*
nako	*to go*
bwabetitoaki	*to be baptized*
karaoa	*to do*
kakabwaia	*to bless*
kabwaran bure	*to forgive*
kakorakora	*to strengthen*
karau nano	*to comfort*
reirei	*to learn*
tangira	*to like*
titiraki	*to ask about*
namakin	*to feel*
ira	*to attend/follow*

Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

Notice the verb **wareware**, meaning *to read*. If you ask someone to read something specific it is changed to **wareka ___**. If it is just reading in general you use **wareware.**

For example:
Ko kukurei ni wareware? *Will you read?*
Ko kukurei ni wareka te kibu aio? *Will you read this verse?*

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Will You	Invitation	Time
Ko kukurei n(i) *Will you (happy to)*	**wareka Ana Boki Moomon** *read the Book of Mormon* **tataro ni kaineti te bwabetito** *pray about baptism* **ira te Taromauri** *attend church* **bwabetitoaki** *be baptized*	**ngkai?** *right now?* **n te bong aio?** *today?* **n te tairiki aei?** *tonight?* **ningabong?** *tomorrow* **n te Taabati aei?** *this Sunday?*

If	You	Invitation	Future Tense	Verb Phrase	Object Pronoun	Subject
Ngkana *If/when (future)*	**ko** *you*	**wareka Ana Boki Moomon,** *read the Book of Mormon,* **tataro ni kaineti te bwabetito,** *pray about baptism,* **ira te taromauri,** *attend church,* **bwabetitoaki,** *be baptized,* **karaoia,** *do (it),*	**e na** *he/she/it will*	**kakabwaia(ko)** *bless (you)* **kakorakora** *strengthen* **buoka** *help* **kaeka** *to answer* **kabwara** *forgive*	--- **am onimaki** *your faith* **am utu** *your family* **am tataro** *your prayers* **am bure** *your sins*	**te Atua.** *God.* **Iesu Kristo**. *Jesus Christ.* **te Uea.** *the Lord.* **te Tamnei ae Raoiroi.** *the Spirit.*

Subject	Verb Phrase	Time
Ko *You (singular)* **Kam** *You (pl)*	**wareka Ana Boki Moomon** *read the Book of Mormon* **tataro ni kaineti te bwabetito** *pray about baptism* **ira te taromauri** *attend church*	**ngkoananoa?** *yesterday?* **ngke bong?** *last night?* **n te wiiki ae nako?** *the week which passed?*

What	Subject	Verb	Subordinate Phrase
Tera ae *What which*	**ko** *You (singular)* **kam** *you (pl)*	**reirei** *learn* **tangiria** *like* **kan titiraki** *want to ask about* **namakinna** *feel*	**man am wareware?** *from your reading?* **man te taromauri?** *from church?* **ngke ko tataro?** *when(past) you prayed?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
te kibu	*verse*
te mwakoro	*chapter*
te onimaki	*faith*
te rairannano	*repentance*
te bwabetito	*baptism*
te Tamnei ae Raoiroi	*Holy Ghost*
te mwakuri ni kamaiu	*Atonement*
nanona	*meaning*
te ninikoria	*courage*
te nano ae koaua	*sincerity, real intent*
te taotaonakinnano	*patience*
te titiraki	*question*
te iango	*thought(s)*

Verbs	
wareware	*to read*
onimakinna	*to have faith in*
buoka	*to help*
kakorakora	*to strengthen*
kakabwaia	*to bless*
reke	*gotten/found*

Question Words	
raa?	*which?*
tera?	*what?*
kanga?	*how?*

Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passages by giving a brief background, giving the citation, and creating questions that help the investigator apply the verses to their life.

Grammar Help:

In Kiribati, there are two different words to use to say “to want”, ***kan*** and ***tangira.*** ***Kan*** is used for if you want to *do* something, and ***tangira*** is used if you want a specific *thing*. When introducing a scripture or saying you want to do anything, you will use ***kan***.

For example:

I kan tibwaua au iango. *I want to share my thoughts.*

I tangira te boki anne. *I want that book.*

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries. Use the patterns from this task to help you form correct sentences.

There is	One verse	I want	Share/Read	About	Topic
Iai *There is*	**te kibu teuana,** *the verse one,*	**I kan** *I want*	**tibwaua** *tibwaua* **warekia** *read it*	**ni kaineti** *about*	**te onimaki.** *faith.* **te rairannano.** *repentence.* **te bwabetito.** *baptism.*

Useful Phrases
Te kibu raa? *The verse which?* **Te mwakoro raa?** *The chapter which?*

Introduce Verse	Book	Book of Prophet	Chapter	Number	Verse	Number
E reke te kibu aio man *It's gotten verse this from*	**Ana Boki Moomon,** *The Book of Mormon,* **te Bwaibwara,** *The Bible,*	**ana boki Moronaai,** *his book Moroni,* **ana boki Iakobo,** *his book James,* **ana Moan boki Nibwaai,** *his first book Nephi,*	**mwakoro** *chapter*	**teuana,** *one,* **teniua,** *three,* **tebwina,** *ten,*	**kibu** *verse*	**nimaua.** *five.* **itiua.** *seven.* **uabwi.** *twenty.*

Introductory Phrase	Pronoun+ will	How	Verb+Obj Pronoun	Object Pronoun
Man te kibu aio, *From this verse,* **Man te wareware aio,** *From this reading,* **Bon iroum,** *In your opinion,*	**E na** *It will*	**kanga n(i)** *how*	**buokiko** *help you (singular)* **kakorakorako** *strengthen you (singular)* **kakabwaiako** *bless you (singular)*	**onimakinan Iesu Kristo?** *faith in Jesus Christ?* **te bwabetito?** *baptism?* **te mwakuri ni kamaiu?** *the Atonement?* **te rairannano?** *repentance?*

Question Phrase	Noun	In Your Life
Tera kakawakin *What is the importance of*	**te Tamnei ae Raoiroi** *the Holy Ghost* **koroboki aika tabu** *the scriptures*	**inanon maium?** *in life yours (sing)?* *(in your life?)*

Is / Are There	Your	Question
Iai *Is / are there*	**am** *your (sing.)* **ami** *your (plural)*	**titiraki?** *question(s)?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
te ekaretia	*church*
te aro	*religion*
te tai	*time*
te Atua	*God*
te ataeinimwaane	*young man*
te koaua	*truth*
kaeka	*answer*
te tangira	*love*
Natina	*His Son*

Transition and Conjunction Words	
imwaain	*before*
imwiin	*after*
ngkana	*if/when(present/future)*
ngke	*if/when (past tense)*
ngkanne	*then*
ao	*and*
ma	*with*
bon	*truly*
nakon	*to*

Auxiliary Verbs	
riai n(i)	*should*
kanga n(i)	*how to*
kona n(i)	*can*

Possessive Prefixes	
au	*my*
am	*yours (sing)*
ana	*his/hers/its*
ara	*ours*
ami	*yours (pl)*
aia	*theirs*

Verbs	
kakaia	*to search for*
ataa	*to know*
kerekea	*to receive*
tataro ibukin	*to pray for*
noora	*to see*
rinea	*to choose*
kaira	*to guide*
tangira	*to love*
buoka	*to help*
ongo	*to hear*
kaeka	*to answer*
iangoia	*to think*
taetae	*speak*

Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Grammar Help:

In Kiribati, to speak in past tense, you conjugate the verb the same as if you are speaking in present tense.
For example: **E tataro c**an mean *he prays, he's praying, or he prayed.* Knowing what tense the speaker is using depends on the context of the sentence.
The word ***ngke,*** meaning *if/when (past tense),* is one word the indicates past tense. Other key words that indicate past tense are*:* **ngkoananoa-***yesterday,* **ngke bong-***last night,* **mai imwaaina-***before*.
It is very important to listen and pay attention to key words to know if the speaker is speaking in present or past tense.

Additional Practice:

Tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Testify task, bear your personal testimony of the First Vision.

Sequence Terms
Ngke ai ti tebwi ma aua ana ririki ni maiu Iotebwa Timiti, *When he was only 14 years old,* **N te tai anne,** *At that time,* **Imwaaina,** *Before that,* **Imwiina,** *Afterwards,* **Ngkanne,** *then,*

Pronoun	Want to Know	Phrase	Subject
E *he* **I** *I*	**kan ataia** *want to know*	**tera te ekaretia ae koaua** *what church is true* **ngkana e ongo ao kaeka ara tataro te Atua** *if God hears and answers our prayers*	**Iotebwa Timiti.** *Joseph Smith.* **ngai.** *me.*

Pronoun	Verb	Should/Will	Phrase
E *He*	**iangoia bwa** *thought that* **rineia bwa** *chose (decided) that*	**e riai n(i)** *he should* **e na** *he will*	**butia te Atua.** *ask God.* **wareware man te Bwaibwara.** *read from the Bible.*

Pronoun	Verb	Phrase	Subject
E *He*	**noora** *see*	**te Atua ao Iesu Kristo** *God and Jesus Christ*	**Iotebwa Timiti.** *Joseph Smith.*
	karekea *receive*	**kaekan ana tataro** *its answer his prayer* **te koaua** *the truth*	
	bon ataia bwa *truly knows that*	**iai te Atua** *there is a God* **iai rabwataia ni iriko ma riia te Atua ao Iesu** *they have a body of flesh and bone, God and Jesus* **e ongo ao kaekai ara tataro te Atua** *He hears and answers our prayers, God,*	

Pronoun	Verb	Subject	Prep. Phrase
A *They* **E** *He*	**kaoti** *appear*	**te Atua ao Natina** *God and His Son*	**nakon Iotebwa.** *to Joseph.*
	kaeka ana tataro Iotebwa *answer his prayer Joseph* **taetae ma Iotebwa** *speak with Joseph*	**te Atua.** *God.* **Iesu Kristo.** *Jesus Christ.*	

Person Pronoun	Can	Verb	
Ko *You* **Ti** *We*	**kona n** *can*	**ataa** *know*	**te koaua ibukim.** *the truth for yourself.*
		tataro *pray*	**ao karekea kaekan am tataro.** *and receive an answer to your prayer.* **ao karekea te rau.** *and receive peace.*

Intransitive Sentence Structure

Eng,
Yes,
Tiaki,
No,

E		**tataro**	**Iotebwa Timiti.**
He, She, It		*pray*	*Joseph Smith*
E	**aki**	**tataro**	**Iotebwa Timiti**
He,She,It	*don't*	*pray*	*Joseph Smith*
A		**kaoti**	**te Atua**
They		*appear*	*God*
		mate	**Iesu Kristo**
		died	*Jesus Christ*
		roko	**burabeti**
		arrived	*prophets*
		angareirei	
		teach	

?

Inflect voice up at the end of a sentence to indicate a question is being asked.

Note: Intrasitive Sentence = Personal Pronoun + Verb + Subject.

E tataro Iotebwa Timiti?
Did Joseph Smith pray?
Eng, E tataro Iotebwa Timiti.
Yes, Joseph Smith prayed.
Tiaki, E aki tataro Iotebwa Timiti.
No, Joseph Smith did not pray.

A angareirei burabeti?
Do prophets teach?
Eng, A angareirei burabeti.
Yes, prophets teach.
Tiaki, A aki angareirei burabeti.
No, prophets don't teach.

Scenario

You and your companion are teaching a new investigator, Tioni, about the Restoration of the Gospel. Your companion just finished teaching about the Great Apostasy. Now it is your turn to teach about the Restoration of the Gospel through Joseph Smith.

1. Practice: Pair up with another missionary. One of you act as Tioni, and the other be the missionary. Discuss the story of Joseph Smith in chronological order, using the word 'then' to show what happened next.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are in a follow-up visit with Betero. Last time you met, you taught him about the Restoration of the Gospel. Before you start with the lesson, you ask Betero to explain to you what he remembers from last time. He struggles to remember many aspects of Joseph Smith's story, and he gets the chronology mixed up. Discuss with Betero the story of Joseph Smith and the Restoration of the Gospel through him.

Emphatic Pronouns

Eng,
Yes,
Tiaki,
No,

I *I*			**tataro** *pray*	**ngai.** *me.*

I *I*	**Ti** *We*	**aki** *not*	**tataro** *pray*	**ngai** *I*	**ngaira** *us*	?
Ko *You*	**Kam** *You all*		**kaoti** *appear*	**ngkoe** *you*	**ngkami** *you all*	*Inflect voice up at the end of a sentence to indicate a question is being asked.*
E *He,She,It*	**A** *They*		**mate** *died*	**ngaia** *him,her,it*	**ngaiia** *them*	
			roko *arrived*			
			angareirei *teach*			

Ko tataro ngkoe?
Are you praying?
Eng, I tataro ngai.
Yes, I am praying.
Tiaki, I aki tataro ngai.
No, I am not praying.

E angareirei ngaia?
Is he teaching?
Eng, E angareirei ngaia.
Yes, he is teaching.
Tiaki, E aki angareirei ngaia.
No, he is not teaching.

Scenario

You are walking to your morning appointment when you approach a man walking toward the beach holding a fishing poll. You feel impressed to talk to him. Introduce yourself and ask about his religion.

1. Practice: You are walking to your morning appointment when you approach a man walking toward the beach holding a fishing poll. You feel impressed to talk to him. Introduce yourself and ask about his religion.

2. Re-practice: You are riding on a bus in your mission and you are sitting next to a woman who keeps looking at your name badge. Introduce yourself to her and ask about her religion.

Additional Scenario(s)

You and your companion are on the road and a man approaches you. He asks “what are you doing here?” Explain to him your purpose and who you are.

Objective Pronoun Suffixes

Eng, *Yes,*
Tiaki, *No,*

I	**ataia**	**bwa**	**e**	**na**	**kakabwaiako**	**te Atua.**
I	*know*	*that*	*he,she,it*	*will*	*bless you*	*God.*

I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

ataia *know*
kakoaua *believe / testify*

bwa *that*

e *he, she, it*

na *will*

kakabwaia *bless*
buoka *help*
tangira *love*

-ai *me*	**- ira** *us*
-(i)ko *you*	**- ngkami** *you all*
-a *him,her,it*	**- iia** *them*

te Atua. *God.*
Iesu Kristo *Jesus Christ*
Tuan te Mauri *the Word of Wisdom*
Tuan te Itiaki *the Law of Chastity*
te reirei aio *lesson this*
Ana Boki Moomon *The Book of Mormon*

? *Inflect voice up at the end of a sentence to indicate a question is being asked.*

Ko kakoaua bwa E tangiriko te Atua?
Do you believe God loves you?
Eng, I kakoaua bwa E tangirai te Atua.
Yes, I believe God loves me.
Tiaki, I aki kakoaua bwa E tangirai te Atua.
No, I don't believe that God loves me.

E na kakabwaiako Tuan te Mauri?
Will the Word of Wisdom bless you?
Eng, e na kakabwaiai Tuan te Mauri.
Yes, the Word of wisdom will bless me.
Tiaki, e na aki kakabwaiai Tuan te Mauri.
No, the Word of Wisdom will not bless me.

Function: Asking about and describing actions and events
Context: Testimony

Scenario

Your companion just finished explaining the Restoration of the Gospel of Jesus Christ through Joseph Smith to an investigator. It is now your turn to bear your testimony.

1. Practice: Your companion just finished explaining the Restoration of the Gospel of Jesus Christ through Joseph Smith to an investigator. It is now your turn to bear your testimony.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have been teaching Teraoi, an investigator, for months. She has had many questions and concerns about the Church.You feel impressed to just bear pure testimony to her.

Transitive Sentence Structure

Eng, *Yes,*
Tiaki, *No,*

E *He*			**kaoka** *restore*	**te ekaretia** *the church*	**Iesu Kristo?** *Jesus Christ?*
I *I*	**Ti** *We*	**aki** *not*	**kaoka** *restore*	**te ekaretia** *the church*	**Iesu Kristo** *Jesus Christ*
Ko *You*	**Kam** *You all*		**rairi taekan** *translate its words*	**te euangkerio** *the Gospel*	**Iotebwa Timitii** *Joseph Smith*
E *He,She,It*	**A** *They*		**wetea** *call*	**Ana Boki Moomon** *The Book of Mormon*	**te Atua** *God*
			katea *establish*	**ana abotoro** *his apostles*	**aomata aika buakaka** *people which are bad*
			kaoti *appear*	**te burabeti** *the prophet*	**abotoro** *apostles*
			wareka *read*	**te bwaibwara** *the bible*	**burabeti** *prophets*
			bita *change*	**Iesu Kristo** *Jesus Christ*	
			tararua *watch over*		
			tiringa *kill*		

ngai *me*	**ngaira** *us*
ngkoe *you*	**ngkami** *you all*
ngaia *him,her,it*	**ngaiia** *them*

?

Inflect voice up at the end of a sentence to indicate a question is being asked.

Note: Transitive Sentence = Personal Pronoun + Verb + Direct Object + Subject

E wetea te burabeti te Atua?
Did God call the prophet?
Eng, E wetea te burabeti te Atua.
Yes, God did call the prophet.
Tiaki, E aki wetea te burabeti te Atua.
No, God did not call the prophet.

E rairi taekan Ana Boki Moomon Iotebwa Timiti?
Did Joseph Smith translate the Book of Mormon?
Eng, E rairi taekan Ana Boki Moomon Iotebwa Timiti.
Yes, Joseph Smith translated the Book of Mormon.
Tiaki, E aki rairi taekan Ana Boki Moomon Iotebwa Timiti.
No, Joseph Smith did not translate the Book of Mormon.

Function: Asking about and describing actions and events
Context: Teaching Lesson 1

Scenario

You and your companion are in a store on preparation day buying necessities for the week. At the checkout counter, the clerk looks at your name badge then says, “You guys are Mormons, huh? I’ve always wanted to know, what makes you guys different from other Christian churches?”

1. Practice: In pairs, have one missionary take the role of the store clerk and the other fill his role as the missionary. Have them practice discussing the Restoration of the Gospel – the teaching that sets our church apart from all others. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

- You are meeting with a young family and early on in your conversation the mother says: I’ve heard my Mormon friends talk about “the Restoration.” What does this mean?

- You begin teaching a new investigator and start the lesson by asking the question: What have you heard about our Church? He responds: Who is this Joseph Smith I always hear about and what did he do?

Intransitive Sentence + Prepositional Phrase

Eng, *Yes,*
Tiaki, *No,*

E *He,She,It*	
I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

aki *not*

mwananga *went (set out)*
mwananga *went (set out)*
tataro *pray*
kaoti *appear*
taetae *speak*
maeka *live*
bua *lost*
nako *go*

nakon *to*
nakon *to*
n, ni *in, of, by, to, for*
ma *with*
i *in (proper place)*
man *from*

te buakonikai *the forest*
te buakonikai *the forest*
te Atua *God*
te korakora *strength*
te onimaki *faith*
Iotebwa Timiti *Joseph Smith*
Iesu Kristo *Jesus Christ*
te aonaaba *the world*

Iotebwa Timiti. *Joseph Smith*
Iotebwa Timiti *Joseph Smith*
Iesu Kristo *Jesus Christ*
Te Atua *God*
te euangkerio *the Gospel*

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

ngai *me*	**ngaira** *us*
ngkoe *you*	**ngkami** *you all*
ngaia *him,her,it*	**ngaiia** *them*

Note: Intransitive Sentence with Prepositional Phrase = Personal Pronoun + Verb + Prepositional Pharse + Subject.

E tataro nakon te Atua Iotebwa Timiti?
Did Joseph Smith pray to God?
Eng, E tataro nakon te Atua Iotebwa Timiti.
Yes, Joseph Smith prayed to God.
Tiaki, E aki tataro nakon te Atua, Iotebwa Timiti.
No, Joseph Smith did not pray to God.

E bua man te aonaaba te euangkerio?
Was the Gospel lost from the earth?
Eng, E bua man te aonaaba te euangkerio.
Yes, the Gospel was lost from the earth.
Tiaki, E aki bua man te aonaaba te euangkerio.
No, the Gospel was not lost from the earth.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Function: Narrating experiences and telling stories
Context: Discussing the message of the Restoration of the Gospel

Scenario

You and your companion are teaching a new investigator, Tioni, about the Restoration of the Gospel. Your companion just finished teaching about the Great Apostasy. Now it is your turn to teach about the Restoration of the Gospel through Joseph Smith.

1. Practice: Pair up with another missionary. One of you act as Tioni, and the other be the missionary. Discuss the story of Joseph Smith in chronological order, using the word 'then' to show what happened next.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are in a follow-up visit with Betero. Last time you met, you taught him about the Restoration of the Gospel. Before you start with the lesson, you ask Betero to explain to you what he remembers from last time. He struggles to remember many aspects of Joseph Smith's story, and he gets the chronology mixed up. Discuss with Betero the story of Joseph Smith and the Restoration of the Gospel through him.

Transitive Sentence + Prepositional Phrase

	E *He*		**kaoka** *resotred*	**te ekaretia** *the church*	**nakon** *to*	**te aonaaba** *the earth*	**Iesu Kristo?** *Jesus Christ?*	
Eng, *Yes,* **Tiaki,** *No,*	**I** *I* / **Ti** *We* **Ko** *You* / **Kam** *You all* **E** *He,She,It* / **A** *They*	**aki** *not*	**kaoka** *restored* **rairi taekan** *translated its words* **wareka** *read* **wetea** *call*	**te ekareitia** *the church* **Ana Boki Moomon** *The Book of Mormon* **te Bwaibwara** *the Bible* **te euangkerio** *the gospel* **abotoro** *apostles*	**nakon** *to* **n , ni** *in,to,of,for* **rinanon** *through* **ibukin** *for / because*	**te aonaaba** *the earth* **te taetae ni imatang** *english language* **ana boki lakobo** *his book James* **Iotebwa Timiti** *Joseph Smith* **ana ekaretia** *his church*	**Iesu Kristo.** *Jesus Christ* **Iotebwa Timiti** *Joseph Smith*	? *Inflect voice up at the end of a sentence to indicate a question is being asked.*

ngai *me*	**ngaira** *us*
ngkoe *you*	**ngkami** *you all*
ngaia *him,her,it*	**ngaiia** *them*

Note: Transitive Sentence with Prepositional Phrase = Personal Pronoun + Verb + Direct Object + Prepositional Phrase + Subject.

E wareka te Bwaibwara n ana boki lakobo Iotebwa Timiti?
Did Joseph Smith read in the bible in the book of James?
Eng, E wareka te Bwaibwara n ana boki lakobo Iotebwa Timiti.
Yes, Joseph Smith did read in the bible in the book of James.
Tiaki, E aki wareka te Bwaibwara n ana boki lakobo Iotebwa Timiti.
No, Joseph Smith did not read in the bible in the book of James.

E wetea abotoro ibukin ana ekaretia Iesu Kristo?
Did Jesus Christ call apostles for his church?
Eng, E wetea abotoro ibukin ana ekaretia Iesu Kristo.
Yes, Jesus Christ did call apostles for his church.
Tiaki, E aki wetea abotoro ibukin ana ekaretia Iesu Kristo.
No, Jesus Christ did not call apostles for his church.

Function: Narrating experiences and telling stories
Context: Describing the restoration

Scenario

You and your companion are in a store on preparation day buying necessities for the week. At the checkout counter, the clerk looks at your name badge then says, “You guys are Mormons, huh? I’ve always wanted to know, what makes you guys different from other Christian churches?”

1. Practice: In pairs, have one missionary take the role of the store clerk and the other fill his role as the missionary. Have them practice discussing the Restoration of the Gospel – the teaching that sets our church apart from all others. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

- You are meeting with a young family and early on in your conversation the mother says: I’ve heard my Mormon friends talk about “the Restoration.” What does this mean?

- You begin teaching a new investigator and start the lesson by asking the question: What have you heard about our Church? He responds: Who is this Joseph Smith I always hear about and what did he do?

Possessive Prefixes

Eng,
Yes,
Tiaki
No,

lai	**ana**	**babaire te Atua?**
There is	*his*	*plan God?*

au *my*	**ara** *our*
am *your*	**ami** *your (plural)*
ana *he,she,it*	**aia** *their*

lai
There is
Tera
What
Akea
none
Iraua
How many (things)
Iraman n
How many (living things) in

babaire te Atua
plan God
titiraki
questions
iango
thoughts
utu
family
Ana Boki Moomon
Book of Mormon
aro
religion
ririki
years

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Iai ami titiraki?
Do you all have any questions?
Eng, Iai ara titiraki.
Yes, we have questions.
Akea ara titiraki.
We have no questions.

Iai ana babaire te Atua?
Does God have a plan?
Eng, iai ana babaire te Atua.
Yes, God does have a plan
Tiaki, akea ana babaire te Atua.
No God has no plan.

Function: Asking about and expressing possesion or ownership
Context: Asking questions in a lesson

Scenario

You just arrived at Bwauro's house. He invites you in and you sit on the kie ready to begin your lesson.

1. Practice: Pair up with another missionary. One of you assume the role of Bwauro, and the other assume the role of a missionary. As the missionary, ask Bwauro to grab his Ana Boki Moomon and begin your lesson.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity

Additional Scenario(s)

You and your companion are trying to locate a new investigator Naibunaki. You arrive at his house and try to find him. After finding him ask if he goes to a chruch and find out a little more about him.

Possessive Suffixes

Eng,
Yes,
Akea,
None,

Antai	**natim?**
Who	*your child?*
Antai	**nati__**
Who	*child*
Iai	**tina__**
There is	*mother*
Iraman	**tari__**
How many (people)	*sibling (same gender)*
	mwane__
	sibling (opposite gender)
	tama__
	father
	ara__
	name

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Possesive Suffixes	
- u *my*	**- ra** *our*
- m *your*	**- mi** *your all*
-n, -na *his, her, its*	**- iia** *their*

Iai natim?
Do you have any children?
Eng, Iai natiu.
Yes, I have children.
Akea natiu.
I have no children.

Antai aran tamam?
What is your father's name?
Aran tamau ……
My father's name is……

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to know your investigator

Scenario

You and your companion are teaching the Message of the Restoration of the Gospel to a new investigator, Akineti. During your discussion of how the Gospel blesses families, she responds to one of your questions by saying, “my family is the most important thing in my life.” You look around the room but don’t see any family pictures, and so you decide to ask her about her family.

1. Practice: Pair up with another missionary. One of you assume the role of Akineti, and the other assume the role of a missionary. As the missionary, ask Akineti if she has: a spouse, children, brothers, and sisters. Then go on to ask how many children, brothers, and sisters she has.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity

Additional Scenario(s)

While proselyting one day, you and your companion are invited into a new home. As soon as you enter the auti, you see children of all ages running around. You see multiple elderly people and several adults sitting and talking. Talking to the young man who let you into the house, and using this scenario, sort out who all these people are and how they are all related to him. Also ask what their names are and how old they are. Ask the teacher for any additional vocab you will need.

Auxiliary Verb Sentence Structure

Eng,
Yes,
Tiaki,
No,

Ti *We*	
I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

aki
not

riai n *must in*	**tataro** *pray*	**ni katoa bong.** *every day.*
riai n(i) *must*	**tataro** *pray*	**ni katoa bong** *every day*
na kanga n(i) *how*	**wareware** *read*	**ma te Atua** *with God*
kona n(i) *can*	**kaeka** *answer*	**n tai nako** *all the time*
kanganga n(i) *difficult*	**kamwakura** *to make work*	**nakon te Atua** *to God*
tuai n(i) *not yet*	**maroro** *converse*	**<u>am</u> tataro** *<u>your</u> prayer*
a tia n(i) *already/finished*		**<u>am</u> onimaki** *<u>your</u> faith*
rawa n(i) *refuse to*		**<u>am</u> kaeka** *<u>your</u> answer*
kukurei n(i) *happy to*		**<u>am</u> titiraki** *<u>your</u> question*

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Possesive Prefixes	
au *my*	**ara** *our*
am *your*	**ami** *your (plural)*
ana *he,she,it*	**aia** *their*

Note: Auxillary Verb Sentance Structure = Personal Pronoun + Auxillary Verb + Verb + Subject.

E kona ni kaeka ara titiraki?
Can he answer our questions?
Eng, e kona ni kaeka ara tataro.
Yes, he can answer our questions.
Tiaki, e aki kona ni kaeka ara tataro.
No, he can't answer our questions.

Ko na kanga ni kamwakura am onimaki?
How will exercise your faith?
N na tataro ni katoa bong.
I will pray everyday.
N na wareware n tai nako.
I will read all the time.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.
Following every auxiliary verb there must be a preposition "n" or "ni".

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Asking though provoking questions in lessons

Scenario

You and your companion are teaching Etita about the message of the Restoration of the Gospel. Your companion just finished teaching about the Book of Mormon, and now it is your turn to teach about praying to know the truth through the power of the Holy Ghost.

1. Practice: Pair up with another missionary. One missionary assume the role of Etita and the other be the missionary. Have the missionary teach Etita about prayer. Be sure to ask her about her experience with prayer.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are eating at a Chinese restaurant for your evening katairiki. After you say a prayer on the food before eating, the Chinese owner walks over to your table and asks, “I have seen other people praying before they eat. Why do you do that?” Explain to the man the importance of prayer.

Using Adjectives

Eng,
Yes,
Tiaki,
No,

E *He*		**aki** *not*	**akoi** *kind*	**Iesu Kristo?** *Jesus Christ?*	?
I *I*	**Ti** *We*		**akoi** *kind*	**Iesu Kristo** *Jesus Christ*	*Inflect voice up at the end of a sentence to indicate a question is being asked.*
Ko *You*	**Kam** *You all*		**kukurei** *happy*	**te ekareitia aio** *church this*	
E *He,She,It*	**A** *They*		**itiaki** *clean*	**aomata** *people*	
			kamoamoa *pridefull*	**ara rongorongo** *our message*	
			nanorinano *humble*	**te reirei aio** *lesson this*	
			taotaonakinnano *patient*	**Ana Boki Moomon** *The Book of Mormon*	
			kororaoi *perfect*		
			tamaroa *beautiful*		
			koaua *true*		

ngai *me*	**ngaira** *us*
ngkoe *you*	**ngkami** *you all*
ngaia *him,her,it*	**ngaiia** *them*

E nanorinano Iesu Kristo?
Is Jesus Christ humble?
Eng, e nanorinano Iesu Kristo.
Yes, Jesus Christ is humble.
Tiaki, e aki nanorinano Iesu Kristo.
No, Jesus Christ is not humble.

E kororaoi Ana Boki Moomon?
Is the Book of Mormon perfect?
Eng, e kororaoi Ana Boki Moomon.
Yes, the Book of Mormon is perfect.
Tiaki, e aki kororaoi Ana Boki Moomon.
No, the Book of Mormon is not perfect.

Function: Asking about and describing objects, people, and their characteristics
Context: Describing people

Scenario

You and your companion are in your first visit with Kaotinteun, a new investigator. He accepts you gladly into his home as servants of Christ, but before you start teaching he declares: “Before you teach me anything about Joseph Smith or the Mormon Church, I want to know that you believe in the same Jesus that I do. What do you believe about Christ?”

1. Practice: Missionaries pair up, with one assuming the role of Kaotiteun and the other the role of the missionary. Have the two discuss their respective beliefs about Christ.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion met Awa, a man from China living in Teaoraereke, in the store he owns last preparation day. You had set up an appointment for today to teach him in his home. When you arrive, Awa tells you he is most interested in learning first about Jesus Christ, because he knows nothing about Him. Teach Awa what our Church knows about Jesus Christ.

Passive Voice

Eng,
Yes,
Tiaki,
No,

A *They*		**reireinaki** *taught*	**aomata** *people*	**iroun** *by him*	**Iesu Kristo.** *Jesus Christ*
A *They*	**aki** *not*	**reireinaki** *taught*	**aomata** *people*	**iroun** *by him*	**Iesu Kristo** *Jesus Christ*
E *He,She,It*		**bwabetitoaki** *baptized*	**Iesu Kristo** *Jesus Christ*	**irouia** *by them*	**Ioane te tia bwabetito** *John the baptist*
		kairaki *lead*	**te ekaretia** *the church*	**man** *from*	**kain te aonaaba** *people of the world*
		kakabwaiaki *blessed*	**Abotoro** *Apostles*		**aomata aika buakaka** *people which are bad*
		ribaki *hated*	**te burabeti** *the prophet*		**te aonaaba** *the world*
		tiringaki *killed*			
		kamaiuaki *saved*			
		weteaki *called*			
		anaki *taken*			

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

A tiringaki Abotoro irouiia aomata aika buakaka?
Were the Apostles killed by bad people?
Eng, a tiringaki Abotoro irouiia aomata aika buakaka.
Yes, the Apostles were killed by bad people.
Tiaki, a aki tiringaki Abotoro irouiia aomata aika buakaka.
No, the Apostles were not killed by bad people.

E kairaki te ekaretia iroun Iesu Kristo?
Is the chruch led by Jesus Christ?
Eng, e kairaki te ekaretia iroun Iesu Kristo.
Yes, the chruch is lead by Jesus Christ.
Tiaki, e aki kairaki te ekaretia iroun Iesu Kristo.
No, the church is not lead by Jesus Christ.

Function: Asking about and describing actions and events
Context: Discussing Christ's mortal ministry

Scenario

After teaching the first lesson to Maingatara he asks a question why the church needed to be restored? He didn't really understand why the restoration was needed the first time he was taught.

1. Practice: Pair up with another missionary. One of you act as Maingatara, and the other as the missionary. Teach Maingatara the necessity of the restoration by teaching him about the apostacy.

2. Re-practice: Switch roles, then rotate practice companions and repeat the activity.

Additional Scenario(s)

A man approaches you the kawai as you head to your next lesson. He says that he's heard rumors that we believe that we have a living prophet. Help the man understand what our beliefs concerning the prophet are.

Will you Questions?

Eng,
Yes,
Tiaki,
No,

Ko *You*				
I *I*	**Ti** *We*	**aki** *not*	**kukurei n** *happy*	**tataro ibukin koauan** *pray for its truthfulness*
Ko *You*	**Kam** *You all*			
E *He,She,It*	**A** *They*			

kukurei n(i)
happy to
tataro ibukin koauan
pray for its truthfulness
wareware (n, ni)
read in
ira
follow
kawakin
keep

te reirei aio
lesson this
Ana Boki Moomon
The Book of Mormon
Tuan te Mauri
The Word of Wisdom
Tuan te Itiaki
The Law of Chastity
te ekaretia aio
church this
te burabeti
the prophet
ana tuua te Atua
his commandments
God

te reirei aio?
lesson this?

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Kam kukurei ni wareware n Ana Boki Moomon?
Will you all read in The Book of Mormon?
Eng, Ti kukurei ni wareware n Ana Boki Moomon.
Yes, We will read The Book of Mormon.
Tiaki, Ti aki kukurei ni wareware n Ana Boki Moomon.
No, We will not read The Book of Mormon.

Ko kukurei ni kawakin ana tuua te Atua?
Will you keep God's commandments?
Eng, I kukurei ni kawakin ana tuua te Atua.
Yes, I will keep God's commandments.
Tiaki, I aki kukurei ni kawakin ana tuua te Atua.
No, I will not keep God's commandments.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Extending a commitment

Scenario

You and your companion realize that Terabi has a problem with the Word of Wisdom. After teaching a lesson to Terabi about the Word of Wisdom. Invite him to live the Word of Wisdom.

1. Practice: In pairs, have one missionary take the role of the Terabi and the other fill his role as the missionary. Practice inviting Terabi to live the Word of Wisdom.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While on a bus to Betio you have an opportunity to talk to the person next to you. You offer them the Book of Mormon they accept it graciously. Invite them to read and pray about the message conatined within the Book of Mormon.

Conjunctions

	E *He*		**mate** *died*	**ao** *and*	**e** *he*		**mangauti** *ressurected*	**Iesu Kristo.** *Jesus Christ*	
Eng, *Yes,* **Tiaki,** *No,*	**I** *I*	**Ti** *We*	**aki** *not*	**mate** *died*	**ao** *and*	**I** *I*	**ti** *We*	**aki** *not*	**mangauti** *ressurected*	**Iesu Kristo** *Jesus Christ*	?
	Ko *You*	**Kam** *You all*		**nakon te Bwaretaiti** *went to the Paradise*	**ma** *with/ but*	**ko** *You*	**kam** *You all*		**nakon te Karabuti** *went to the Prison*	**te Atua** *God*	*Inflect voice up at the end of a sentence to indicate a question is being asked.*
	E *He,She,It*	**A** *They*		**karika Atam** *created Adam*	**ke** *or*	**e** *He,She,It*	**a** *They*		**nakon te Bwaretaiti** *went to the Paradise*	**Atam ao Nei Ewa** *Adam and Eve*	
				karika te aaba *created the land*					**karika Ewa** *created Eve*		
				kana te uaan ni kai *ate the fruit*					**karika marawa** *created the seas*		
									katuaeaki *punished*		

E nakon te Bwaretaiti ke e nakon te Karabuti Iesu Kristo?
Did Jesus Christ go to Paradise or Prison?
E nakon te Bwareaiti ao e aki nakon te Karabuti Iesu Kristo.
Jesus Christ went to Paradise and he didn't go to Prison.

E karika Atam ao e karika Ewa te Atua?
Did God create Adam and Eve?
Eng, E karika Atam ao e karika Ewa te Atua?
Yes, God created Adam and Eve.
Tiaki, E aki karika Atam ao e aki karika Ewa te Atua?
No, God did not create Adam and Eve.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Scenario

You and your companion have a little extra time because one of you appointments fell through. You decide to go and visit on of your progressing investigators Tion. You arrive at Tion's house and talk to him for a short while.

1. Practice: Pair up with another missionary. One of you act as Tion, the other act as the missionary. Have the missionary follow up with Tion on his commitment to pray and read. Find out whether he read from the Book of Mormon or the Bible.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While teaching Akneti you discover that she has a problem with the Word of Wisdom. She drinks tea and smokes. After teaching to her the Word of Wisdom help her make a plan to follow the Word of Wisdom.

When as Past Tense

Tera	**am**	**namakin**	**ngke**	**ko**	**tataro?**
What	*your*	*feelings*	*when (past)*	*you*	*pray?*

Tera *What*

au *my*	**ara** *our*
am *your*	**ami** *your (plural)*
ana *he,she,it*	**aia** *their*

namakin *feelings*
iango *thoughts*

ngke *when (past)*

I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

tataro ?
pray
Inflect voice up at the end of a sentence to indicate a question is being asked.

ira te taromauri
attend church
kaota am onimaki
show your faith
ira tuua
followed commandments
tataro ibukin koauan te ekaretia aio
prayed about truthfullness of church this
tataro ibukin koauan te burabeti ae…
prayed about the truthfulness of the prophet …

Tera am namakin ngke ko ira te taromauri?
What were your feelings when you attended church?
I a namakin koauan te ekaretia.
I felt that the church is true.
I a namakin te kimwareirei
I felt joy.

Tera ami iango ngke kam tataro ibukin koauan te ekaretia aio?
What were your thoughts when you all prayed about the truthfulness of this church?
Ti a namakin koauan te ekaretia.
We felt that the church is true.
Ti a namakin te kukurei
We felt happieness.

Function: Asking and answering questions about contrasting attitudes, emotions, and feelings
Context: Following up on commitments

Scenario

Karianako, one of your investigators, has been having a tough time receiving an answer to his prayers concerning the truthfulness of your message. During your last lesson, you and your companion taught him about the nature of revelation and told him to watch out for specific feelings and thoughts the next time he prays. You committed him to read in Alma 32 and to pray once again to know if your message is true. Two days have passed since that lesson and you and your companion drop by his flat to check up on your commitments.

1. Practice: Pair up with another missionary. One of you act as Karianako, the other act as the missionary. Discuss the commitments you previously gave him and help Karianako determine whether or not he had an experience with the Spirit.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

The Braun family just came to church for the first time. After the meetings you want to see how the family enjoyed their experience. Talk to the Braun family about their experience at church.

Numbers

Ko *You*			kukurei ni *happy to*	wareka *read*	mwakoro *chapter*	teuana *one*	n *in*	ana boki Nibwaai. *his book Nephi.*
I *I*	**Ti** *We*	**aki** *not*	**kukurei n(i)** *happy to*	**wareka** *read*	**mwakoro** *chapter*	**teuana** *one*	**n, ni** *in,to,for*	**ana boki Nibwaai** *his book Nephi*
Ko *You*	**Kam** *You all*			**tara** *look at*	**kibu** *verse*	**uoua** *two*		**ana boki Moomon** *his book Mormon*
E *He,She,It*	**A** *They*					**teniua** *three*		**ana boki lakobwa** *his book Jacob*

Eng, *Yes,*
Tiaki, *No,*

aua
four
nimaua
five
onoua
six
itiua
seven
waniua
eight
ruaiua
nine
tebwina
ten

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Root Word	Suffix	With / And	Number
te	**bwi**	**ma**	**teniua**
one	*ten*	*with*	*three*
nima	**bubua**	**ao**	**onoua**
five	*hundred*	*and*	*six*
iti	**nga**	**ao**	**teuana**
seven	*thousand*	*and*	*one*

Ko kukurei ni wareka mwakoro uoua n ana boki lakobwa?
Will you read chapter 2 in the book of Jacob?
Eng, I kukurei ni wareka mwakoro uoua n ana boki lakobwa.
Yes, I will read chapter 2 in the book of Jacob.
Tiaki, I aki kukurei ni wareka mwakoro uoua n ana boki lakobwa.
No, I will not read chapter 2 in the book of Jacob.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Reading in the Book of Mormon

Scenario

You are teaching a lesson and want to share your favorite scripture with your investigator.

1. Practice: Missionaries pair up, with one assuming the role of the investigator and the other the role of the missionary. Share your favorite scripture with your investigator. State where it is found and then read the verse to your investigator.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are in a lesson and are teaching of the importance of the Book of Mormon. Use several scriptures to help you teach your investigator. Ask your investigator to read the verse of scripture with you.

Setting Appointments

	E		**tikiraoi ngkana ti kabae ara tai?**	**E uara**	**te Moanibong**	**te aoa**	**teuana?**	
	Its		*good if we schedual our time?*	*How is it*	*Monday*	*the hour*	*one?*	
Eng, *Yes,* **Tiaki,** *No,*	**E** *Its*	**aki** *not*	**tikiraoi ngkana ti kabae ara tai?** *good if we schedual our time?* **tikiraoi** *good*	**E uara** *How is it*	**te Moanibong** *Monday* **te Kauabong** *Tuesday* **te Katenibong** *Wednesday* **te Kaabong** *Thursday* **te Kanimabong** *Friday* **te Kaonobong** *Saturday* **te Taabati** *the Sabbath*	**te aoa** *the hour*	**teuana** *one* **uoua** *two* **teniua** *three* **aua** *four* **nimaua** *five* **onoua** *six* **itiua** *seven* **waniua** *eight* **ruaiua** *nine* **tebwina** *ten*	? *Inflect voice up at the end of a sentence to indicate a question is being asked.*

E tikiraoi ngkana ti kabae ara tai? E uara te Taabati te aoa onoua?
Is it ok if we schdual our time? How is Sunday at six o'clock?
Eng, e tikiraoi te Taabati te aoa onoua.
Yes, Sunday at six is good.
Tiaki, e aki tikiraoi te Taabati te aoa onoua.
No, Sunday at six is not good.

Scenario

You just finnished a lesson with one of your investigators.

1. Practice: Pair up with another missionary. One of you act as the investigator and the other act as the missionary. Practice discussing together possible times which you could schedual another lesson.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You run into a man on the kawai who just got back from fishing. You talk to him as you walk and find out that he has studied with missionaries before on the outer islands but never joined the chruch. You ask if he would like to study with the missionaries again and he accepts. Schedual an appointment with him.

Before

	Imwain	**rokora**	**nakon te aonaaba**	**ti**		**maeka ma te Atua.**	
	Before	*our comming*	*to earth*	*we*		*dwelt with God.*	
Eng, *Yes,* **Tiaki,** *No,*	**Imwain** *Before*	**roko__** *come* **karika__** *create* **bungiaki__** *born* **maiu__** *live*	**nakon te aonaaba** *to earth* **te aonaaba** *the earth* **ikai** *here*	**I** *I* / **ti** *we*; **ko** *you* / **kam** *you all*; **e** *he,she,it* / **a** *they*	**aki** *not*	**maeka ma te Atua** *dwelt with God* **maeka ma Ngaia** *dwelt with Him.* **mena n te maiu imwain te maiu aei** *lived in the pre-earth life* **rinea n ira Iesu Kristo** *chose to follow Christ* **mena iia?** *lived where?*	? *Inflect voice up at the end of a sentence to indicate a question is being asked.*

Possesive Suffixes	
- u *my*	**- ra** *our*
- m *your*	**- mi** *your all*
-n, -na *his, her, its*	**- iia** *their*

Imwain karikan te aonaaba ti maeka ma te Atua?
Before the earth was created did we live with God?
Eng, imwain karikan te aonaaba ti maeka ma te Atua.
Yes, before the earth was created we lived with God.
Tiaki, imwain karikan te aonaaba ti aki maeka ma te Atua.
No, before the earth was created we did not live with God.

Imwain bungiakim ikai ko mena iia?
Before your birth here where did you live?
Imwain bungiakiu ikai I maeka ma te Atua.
Before my birth here I lived with God.

Function: Narrating experiences and telling stories
Context: Discussing the pre-mortal life

Scenario

You and your companion are teaching Ioakim about the Plan of Salvation. Your companion just gave an overview of the lesson, and now it is your turn to teach briefly about the Pre-Mortal Life.

1. Practice: Pair up with another missionary. One of you act as Ioakim and the other act as the missionary. Discuss together the Pre-Mortal Life and its importance to God's plan for His children.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion just met a new investigator named Iosefa. While you are getting to know him, at one point he says, "Guys, I have done some really bad things in my life. I just got out of jail a couple months ago. I have been a bad person my whole life and I feel like that's just who I am and I can never change." You feel prompted to share with Iosefa his divine potential by discussing with him his valiance in the Pre-Mortal Life. Help Iosefa see his incredible potential by telling him about his role in the Pre-Mortal Life.

After

Imwiin	**ko**	**bwabetitoaki**	**ao**	**ko**	**riki bwa**	**kain ana ekaretia Iesu Kristo.**
After	*you*	*baptized*	*and / then*	*you*	*become*	*from Jesus Christs church.*

Imwiin
After

I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

bwabetitoaki
baptized
kamatoaki
confirmed
kaina te ekaretia
join the church

ao
and / then

I , N *I*	**ti** *we*
ko *you*	**kam** *you all*
e *he,she,it*	**a** *they*

riki bwa
become
na
wil
kona n(i)
can
riai n(i)
should / must
aki riki bwa
not become

aki
not

kain ana ekaretia Iesu Kristo
from Jesus Christs church
kamatoaki
confirmed
kana te toa
partake of the sacrament
anganaki tabem n te aro
given a callng
kabwaka am kabwianaibwai
pay your tithing
karekea te Tamnei ae Raoiroi
receive the Holy Ghost
kairiko nakon bwai aika raoiroi
lead you to good things
teimatoa ni karokoa te toki
endure to the end
buokiko ni katuka bwai aika buakaka te Tamnei ae Raoiroi
help you to avoid things which are bad, the Holy Ghost

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Eng,
Yes,
Tiaki,
No,

Imwiin I bwabetitoaki ao N na kamatoaki?
After I am baptized then will I be confirmed?
Eng, imwiin ko bwabetitoaki ao ko na kamatoaki.
Yes, after you are baptized then you will be confirmed.
Tiaki, imwiin ko bwabetitoaki ao ko na aki kamatoaki.
No, after you are baptized you will not be confirmed.

Imwiin ko kamatoaki ko riai ni kabwaka am kabwianibwai.?
After you are confirmed should you pay your tithing?
Eng, imwiin I kamatoaki I riai ni kabwaka au kabwianibwai.
Yes, After I am confirmed I should pay my tithing.
Tiaki, imwiin I kamatoaki I riai n aki kabwaka au kabwianibwai.
No, after I am confirmed I shouldn't have to pay my tithing.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Function: Narrating experiences and telling stories
Context: Discussing life as a member of the Church

Scenario

You and your companion just committed Iotebwa to be baptized. After he accepts your invitation, he says, “But Elders, to be completely honest I am a bit worried about becoming a member of your Church. I don’t know anything about what it will be like.”

1. Practice: Pair up with another missionary. One of you is Iotebwa and the other the missionary. Discuss what it is like being a member of the Church; the opportunities, the blessings, and also the new responsibilities and expectations.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

It is P-day, and you just received a letter in the mail from an investigator named Rabunaiti in your last area. She has written to tell you the amazing news that she is getting baptized in a few weeks. Write rabunaiti a short letter congratulating her and letting her know the great blessings that are in store for her as a member of the Church.

If / When as a Non-Question Word

Ngkana *If / When* **I** *I* **tataro** *pray* **ao** *and / then* **I** *I* **namakin** *feel* **te rau.** *peace.*

ngkana *If / When*

I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

aki *don't*

tataro *pray*
nakon taromauri *go to church*
wareware *read*
ira Tuan te Mauri *follow the Word of Wisdom*
kakea te moko *stop smoking*
kaota am onimaki *show your faith*
rairannano *repent*
kawakin tuua *keep commandments*

ao *and / then*

I , N *I*	**ti** *We*
ko *You*	**kam** *You all*
e *He,She,It*	**a** *They*

na *will* **aki** *not*

namakin *feel*
karekea *receive*
kakorakora *strengthen*
kamamara *weaken*

te rau *peace*
kakabwaia *blessings*
am koaua *your testimony*
am onimaki *your faith*
kaekan au titiraki *answers to my questions*
te Tamnei ae Raoiroi *the Spirit*
koaua te reirei aio *truthfulness of lesson this*

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Eng, *Yes,*
Tiaki, *No,*

Ngkana I wareware ao N na kakorakora au onimaki?
If I read will I strengthen my faith?
Eng, Ngkana ko wareware ao ko na kakorakora am onimaki.
Yes, If you read you will strengethen your faith.
Tiaki, Ngkana ko wareware ao ko na aki kakorakora am onimaki.
No, if you read you will not strengthen your faith.

Function: Asking and answering questions of cause and effect
Context: Blessings from Commandments

Scenario

You have just finished teaching Temaati, an investigator, about the Restoration of the Gospel. He asks: “This all sounds great – if it’s true. How can I know?”

1. Practice: Pair up with another missionary. One of you act as Temaati, the other act as the missionary. Have the missionary help Temaati know how he can know if the things you have taught are true through giving him commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion have been teaching Teera for months without much progress. In the middle of one lesson, she says in frustration: “Elders, I just don’t know if what you teach is true. Anybody could make this stuff up.” Help Teera come to know your message is true by giving her commitments that will help her receive conversion.

Tomorrow, Today, Ect..

Eng,
Yes,
Tiaki,
No,

Ko *You*	
I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

aki
not

kukurei ni
happy to
kukurei n(i)
happy to
a tia n(i)
already/finished

bwabetitoaki
baptized
bwabetitoaki
baptized
ira te taromauri
go to church
reirei
study
buokira
help us
buokingkami
help you (plural)

n te wiki ae na roko?
in the week which will come?
n te wiki ae na roko
in the week which will come
n te wiki aei
in week this
n te wiki ae nako
in the week which has gone
n te bong aei
in day this
ningabong
tomorrow
ngkoananoa
yesterday
n te namwakaina aei
in month this
n te namwakaina ae na roko
in the month which will come
n te namwakaina ae nako
in the month which has gone

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Kam kukurei n reirei ningabong?
Are you all happy to study tomorrow?
Eng, ti kukurei n reirei ningabong.
Yes, we are happy to study tomorrow.
Tiaki, ti aki kukurei n reirei ningabong.
No, we are not happy to study tomorrow.

Ko kukurei ni buokira n te wiki aei?
Will you help us this week?
Eng, I kukurei ni buokingkami n te wiki aei.
Yes, I am happy to help you this week.
Tiaki, I aki kukurei ni buokingkami n te wiki ae na roko.
No, I am not happy to help you next week.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Scenario

You have a great lesson comming up with a progressing investigator and really need a member to help in the lesson. You go to Toaiti's house to see if he can help you out.

1. Practice: Pair up with another missionary. One of you act as Toaiti and the other act as the missionary. Practice asking if Toaiti can help you teach your lesson.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have been teaching Tioti for a while and he is keeping his committments and coming to church. You and your companion wish to extend him a baptism challenge. Ask Tioti to be baptized and set up a time for him to be baptized.

In Order to / So that

Ko *You*	**riai n** *should / must*	**tataro** *pray*	**bwa <u>ko</u> aonga ni** *so that you*	**karekea kakabwaia.** *recieve blessings.*

Eng, *Yes,*
Tiaki, *No,*

I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

riai (ni,n) *should / must*

aki *not*

tataro *pray*

wareware *read*

kawakin te tua aio *keep commandment this*

moko *smoke*

manging *drink alcohol*

rairannano *repent*

bwabetitoaki *be baptized*

bwa <u>ko</u> aonga (ni,n) *so that you*

I *I*	**ti** *We*
ko *you*	**kam** *You all*
e *he,she,it*	**a** *they*

karekea kakabwaia *recieve blessings*

ataa te koaua *know the truth*

namakin te tamnei *feel the spirit*

itiaki *be clean*

karekea te rau n nano *recieve peace of heart*

okira te Atua *return to God*

? *Inflect voice up at the end of a sentence to indicate a question is being asked.*

Ti riai ni kawakin te tua aio bwa ti aonga n namakin te tamnei?
Should we keep this commandment so that we can feel the spirit?
Eng, Ti riai ni kawakin te tua aio bwa ti aonga n namakin te tamnei.
Yes, we should keep this commandment so that we can feel the spirit.
Tiaki, Ti riai n aki kawakin te tua aio bwa ti aonga n namakin te tamnei.
No, we should not keep this commandment so that we can feel the spirit.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Function: Asking and answering questions of cause and effect
Context: Discussing blessings from keeping commandments

Scenario

You and your companion just finished teaching Iosefa, an investigator, about the Word of Wisdom. When you extend the commitment to him to live the Word of Wisdom, he says: “I don’t know, guys. I really like my daily cup of coffee and the occasional smoke. I don’t think I am ready to give these things up yet.”

1. Practice: Pair up with another missionary. One of you act as Iosefa, and the other act as the missionary. Discuss the blessings that come from living the Word of Wisdom.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are taking a quick rest from the heat, and you are sitting down outside a titoa drinking Fanta. A middle-aged man approaches you and says: “I see you Mormons drinking Fanta and Sprite all the time but never any of the real good stuff, you know, kaokioki (beer). Why do you do it?” Discuss with the man the benefits that come from living the Word of Wisdom.

Always, Sometimes, Never

	Ti *We*	**riai ni** *should / must*		**wawareware** *always read*	**man Ana Boki Moomon.** *from The Book of Mormon.*		
Eng, *Yes,* **Tiaki,** *No,*	**I , N** *I* / **Ti** *We* **Ko** *You* / **Kam** *You all* **E** *He,She,It* / **A** *They*	**riai (n,ni)** *should/ must* **na** *will*	**aki** *not*	**wawareware** *always read* **tatataro** *always pray* **titiku** *always stay* **nanamakin** *always feel* **nonoora** *always see*	**man Ana Boki Moomon** *from The Book of Mormon* **te Tamnei ae Raoiroi** *the Holy Ghost* **nakon Tamara are i Karawa** *to our Heavenly Father* **te kukurei** *happieness* **kakabwaia inanon maium** *blessings in your life* **iroum te Tameni ae Raoiroi** *with you the Holy Ghost*	**n tai nako** *all the time* **n tabetai** *sometimes*	? *Inflect voice up at the end of a sentence to indicate a question is being asked.*

Ti riai n tatataro nakon Tamara are i Karawa?
Should we always pray to our Father in Heaven?
Eng, ti riai n tatataro nakon Tamara are I Karawa.
Yes, we should always pray to our Father in Heaven.
Tiaki, ti aki riai n tatataro nakon Tamara are I Karawa.
No, we should not always pray to our Father in Heaven.

Kam wareware man Ana Boki Moomon n tai nako?
Do you all read from the Book of Mormon regularly?
Eng, ti wareware man Ana Boki Moomon n tai nako.
Yes, we read from the Book of Mormon regularly.
Tiaki, ti wareware man Ana Boki Moomon n tabetai.
No, we read from the Book of Mormon sometimes.

Use either "n tai nako" at the end or double the first syllable of the word to state the verb is always done. Don't use both at the same time. When the first syllable of a verb is doubbled it implies it is always done.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Express importace of commitments

Scenario

You are teaching Kaotitaake and she just doesn't seem to realize the importance of what you are inviting her to do. Help teach Kaotitaake why it is important to keep commitments.

1. Practice: Pair up with another missionary. One of you act as Kaotitaake and the other act as the missionary. Practice explaining to Kaotitaake why it is important to keep commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Walking to your next appointment you run into Bwauro who asks why you are always going house to house. Explain to Bwauro why and what you are doing.

Who/Which as a Non-Question Word

lai	**raoraom**	**ake**	**a**	**kan reirei ma mitinare?**
There is	*your friends*	*who (plural)*	*they*	*want to learn with missionaries?*

Eng, *Yes,*
Tiaki, *No,*

lai	**raoraom**	**ake**
There is	*your friends*	*who,which,that (plural)*
Akea	**kain am utu**	**are**
None	*from your family*	*who,which,that*
	kain am mwakuri	**aika**
	from your work	*who,which,that (plural)*
	kain am reirei	**ae**
	from school	*who,which,that*

I *I*	**Ti** *We*
Ko *You*	**Kam** *You all*
E *He,She,It*	**A** *They*

kan reirei ma mitinare? ?
want to learn with missionaries?
Inflect voice up at the end of a sentence to indicate a question is being asked.
kan ongora ara rongorongo?
want to hear our message?
a tibwa ni mare?
just got married?
kona n reirei ma ngaia?
can teach with him/her?
kona ni kakabwaiaki man ana euangkerio Iesu Kristo?
can be blessed from his gospel Jesus Christ?
kainanoa te reirei aio?
they need lesson this?

Singular	Plural
ae *who/which (near me)*	**aika** *who/which (near you)*
ane *who/which (near you)*	**akana** *who/which (near you)*
are *who/which (far)*	**ake** *who/which (far)*

Iai kain am mwakuri ake a kona ni kakabwaiaki man ana euangkerio Iesu Kristo?
Is there anyone from your work who could be blessed from the Gospel of Jesus Christ?
Eng, iai kain au mwakuri ake a kona ni kakabwaiaki man ana euangkerio Iesu Kristo.
Yes, there are people from my work who could be blessed from the Gospel of Jesus Christ.
Tiaki, akea kain au mwakuri ake a kona ni kakabwaiaki man ana euangkerio Iesu Kristo.
No, There is no one from my work who could be blessed from the Gospel of Jesus Christ.

"Ake" and "are" are used for objects distant in space or time. "Aika" and "ae" are used for objects close in space or time.

Scenario

You and your companion just finished teaching Tawita for the first time. He accepted everything you taught him eagerly. Now you feel impressed to ask him for referrals.

1. Practice: Pair up with another missionary. One of you act as Tawita and the other act as the missionary. Practice discussing together possible referrals out of people Tawita knows for the missionaries to teach.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are riding the bus between two villages in your area. You strike up a conversation with the man sitting next to you, and quickly steer the conversation to the Restoration of the Gospel. You ask the man if he would like to learn more, though he politely declines your offer. Now try to help the man identify people whom he knows who would be interested in listening to your message.

When Unlikely

Ngke arona bwa	**a**	**aki**	**bwaka**	**Atam ao Ewa**	**a**	**aki**	**kona ni**	**karika**	**natiia.**
If (unlikely past)	*they*	*not*	*fall*	*Adam and Eve*	*they*	*not*	*can*	*create*	*their children.*

Ngke arona bwa	**a**	**aki**	**bwaka**	**Atam ao Ewa**	**a**	**aki**	**kona (ni,n)**	**karika**	**natiia**
If (unlikely past)	*they*	*not*	*fall*	*Adam and Eve*	*they*	*not*	*can*	*create*	*their children*
Ngkana arona bwa	**ko**		**tataro**	**ara moan karo**	**ti**			**karekea**	**rabwataia**
If (unlikely present/future)	*you*		*pray*	*our first parents*	*we*			*receive*	*their bodies*
	ti		**wareware**	**ngkoe**	**ko**			**kakoro bukin**	**rabwatara**
Eng,	*we*		*read*	*you*	*you*			*accomplish/fulfill*	*our bodies*
Yes,	**e**			**ngkami**	**e**			**ataa**	**ana babaire te Atua**
	he,she,it			*you all*	*he,she,it*			*know*	*God's plan*
Tiaki,	**kam**			**ngaira**	**kam**			**namakin**	**te kukurei**
No,	*you all*			*us*	*you all*			*feel*	*happieness*
	I			**ngaiia**	**I**				**te raoiroi ao te buakaka**
	I			*them*	*I*				*good and evil*
				ngai					**te koaua**
				I					*the truth*
				ngaia					**kakabwaia**
				him,her,it					*blessings*

?
Inflect voice up at the end of a sentence to indicate a question is being asked.

Ngke arona bwa a aki bwaka Atam ao Ewa ti kona ni karekea te kukurei?
If Adam and Eve hadn't fallen, could we receive happieness?
Eng, ngke arona bwa a aki bwaka Atam ao Ewa ti kona ni karekea te kukurei.
Yes, if Adam and Eve hadn't fallen, we could receive happieness.
Tiaki, ngke arona bwa a aki bwaka Atam ao Ewa ti aki kona ni karekea te kukurei.
No, if Adam and Eve hadn't fallen we wouldn't be able to receive happieness.

For the preposition "n" and "ni": Use "n" if the word following n starts with t, r, n, a, e, o use "ni" for everything else.

Function: Asking and answering questions of cause and effect
Context: Discussing the the fall

Scenario

You and your companion are teaching Tioti, an investigator, the Plan of Salvation. Before teaching him about the Fall of Adam and Eve, you ask: “What do you know about the Fall of Adam and Eve?” He replies, “They screwed up. If they hadn’t of eaten that fruit, we would all be in paradise right now – no pain or suffering, just happiness all the time.”

1. Practice: Pair up with another missionary. One of you act as Tioti, and the other act as the missionary. Discuss together the Fall of Adam and Eve and the consequences that would have come from their not having eaten the fruit.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion just finished teaching Rinan, an investigator, about the Fall of Adam and Eve. After you ask whether or not she has any questions, she says: “I just don’t get one thing – why couldn’t they have just stayed in the garden and been happy forever?” Help Rinan understand why not.

THE CHURCH OF
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OF LATTER-DAY SAINTS

Missionary Training Center